

**INTER-CAMPUS RESEARCH COLLABORATION:
CHALLENGES AND BEST PRACTICES**

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Abstract

While much literature exists about how to collaborate across differing sites and teams, there is a lack of research into how research is conducted across different campuses of the same institution. This type of collaboration is called an inter-campus collaboration. The idea for this project came out of a research study currently being conducted at the University of New Mexico (UNM) between two departments on different campuses. The coordinator of this study has noted a litany of issues during the implementation of this project including incompatibility among e-mail platforms, issues with IT permissions, lack of research skills and differences in management style.

Research administrators from around the country responded to the Inter-campus Research Collaboration Survey and the Revised Partnership Self-Assessment Tool (RPSAT) to identify challenges and attitudes surrounding inter-campus collaboration. It was found that the top five most commonly identified challenges surrounding inter-campus research collaboration were as follows: 1. Different attitudes/values surrounding research; 2. Different priorities in regards to the research project; 3. Different accounting practices; 4. Lack of relationship with investigator/team members from other campus; 5. Difficulty coordinating schedules.

Attitudes towards inter-campus research collaborations were neutral, if not positive, for most domains in the RPSAT. This means that in general, these types of collaborations are viewed in a more positive than negative way. The main recommendation for improving the quality of inter-campus research collaborations is communication. Don't assume anything, even if the departments are housed under the same institution. Both partners need to actively talk about project goals, administration, and leadership for this type of collaboration to really flourish.

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Chapter 1: Introduction

1.1 Background

The idea for this project came out of a research project that is currently being conducted at the University of New Mexico (UNM) which is a partnership between the Department of Psychiatry and Behavioral Sciences and Student Health and Counseling (SHAC). SHAC is housed under UNM Main Campus and Psychiatry is housed under UNM Health Sciences Center. While they both fall under the same institution, the University of New Mexico, they are affiliated with different campuses. The coordinator of this study has noted a litany of issues during the implementation of this project including incompatibility among e-mail platforms, issues with IT permissions, lack of research skills and differences in management style. In many ways it would have been easier to partner with an outside institution than one at UNM. In fact, a UNM faculty member mentioned at an internal research symposium earlier this year that she usually collaborates with people outside of UNM because collaborating internally is often much more work and hassle.

1.2 Problem Statement

These issues and attitudes are extremely detrimental to the ability of UNM researchers to conduct research within their own institution. It seems that it is undesirable to conduct research across different campuses at the University of New Mexico based on anecdotal evidence. This then begged the question if other institutions were experiencing the same thing, and if so, what is the best way to optimize these types of relationships? While there are numerous benefits to inter-institutional collaboration, it is also valuable to take advantage of robust resources and relationships closer to home. There has been such an emphasis on international and cross-

institutional collaboration in recent years that it seems academia may have lost sight of what is available at their own institutions.

1.3 Research Questions

- What are the top five most commonly identified issues associated with inter-campus collaboration?
- What are the attitudes around inter-campus collaboration?
- Are there any differences in attitudes towards inter-campus research collaboration among UNM researchers vs. researchers across the country?
- Are there any differences in attitudes towards inter-campus collaboration between employees designated as research administrators vs. leadership?
- What policies or processes could make inter-campus collaboration more successful?

1.4 Significance

This project is significant because it will shed light onto common issues surrounding inter-campus research collaborations. Gaining a better understanding of these partnerships will help optimize them for the future which will yield better research results overall.

1.5 Exclusions and Limitations

Any person who is not currently a research administrator professionally, or is affiliated with their institution as anything other than faculty or staff, will not be included in the study. Research administrators who have not participated in an inter-campus research collaboration are not eligible to complete the survey. These exclusions are captured in the survey and any respondents meeting these exclusions will not be used in the final analysis.

Chapter 2: Literature Review

Modern day scientific research is increasingly interdisciplinary and collaborative. As far back as 1963, a scientist named Derek J. de Solla Price was predicting that “by 1980 the single-author paper will be extinct”.¹ Now in 2021, it is certainly more peculiar to have a single author paper than one with multiple authors. This is just a small example of the ways in which science has shifted more towards team-based work.

Scientists from different institutions with divergent fields of study and/or viewpoints often work together to solve problems and develop solutions. Interdisciplinary collaboration can often lead to novel results which are only possible as a result of the partnership.² Differing sets of skills and points of view can lend a new eye to a project which otherwise may have gone stagnant. These types of collaborations have been crucial in many of the discoveries and developments in our current world.

While much literature exists about how to collaborate across differing sites and teams, there is a lack of research into how research is conducted across different campuses of the same institution. This type of collaboration is called an inter-campus collaboration. A 2012 paper by Birnholtz et.al. mentions that while only a small number of researchers participate in inter-campus collaboration, that number is on the rise.³

Chan et.al. put out a paper in 2018 outlining a collaboration between campuses of the University of Wisconsin to recruit at-risk college students for a research apprenticeship. They only make one recommendation in terms of cross campus collaboration which is to collect,

¹ Price, Derek J. De Solla. “Little Science, Big Science.” New York Chichester, West Sussex: Columbia University Press, 1963. <https://doi.org/10.7312/pric91844>

² Jennifer L Lanterman and Sarah J Blithe, “The Benefits, Challenges, and Disincentives of Interdisciplinary Collaboration,” *Commoning Ethnography* 2, no. 1 (2019): p. 149, <https://doi.org/10.26686/ce.v2i1.5399>.

³ Jeremy Birnholtz et al., “Cross-Campus Collaboration: A Scientometric and Network Case Study of Publication Activity across Two Campuses of a Single Institution,” *Journal of the American Society for Information Science and Technology* 64, no. 1 (May 2012): pp. 162-172, <https://doi.org/10.1002/asi.22807>.

organize and share data about your program⁴. The authors state that having extensive information available about the success of your program or department will instill more confidence in other administrators one may be looking to partner with. While this is good advice, it is not very helpful in determining the issues these collaborations typically face.

The 2012 Birnholtz et. al. paper examined co-authorship and professional networks from two campuses which both fall under the umbrella of Cornell University to determine the frequency of inter-campus collaboration. An interesting finding of this paper is that only a small number of faculty accounted for most of the inter-campus collaborations.⁵ While this paper did a good job determining the frequency of inter-campus collaborations, it did not identify common issues or attitudes towards this type of partnership. In addition, the focus of this study was mainly faculty and those who have authored a paper while the focus of the current project is research administrators who are often more intimately involved in the day-to-day implementation of projects therefore giving them a better insight into the administration of an inter-campus research collaboration.

Another 2012 paper by Birnholtz et.al. aimed to identify challenges and feelings surrounding the initiation of inter-campus collaborations. A total of 31 research administrators currently working on an inter-campus collaboration at Cornell University were interviewed and these conversations were transcribed and analyzed. This study did identify some challenges surrounding this type of collaboration including lack of professional relationships and differences in research priorities.⁶ However, this study relied on anecdotal evidence to gauge

⁴ Chan, Catherine W.M., Prajukti Bhattacharyya, and Seth Meisel. "A Model for Successful Cross-Campus Collaboration for Engaging Potentially At-Risk Students in Mentored Undergraduate Research Early in Their College Career." *Council on Undergraduate Research Quarterly* 1, no. 3 (2018): 48–56. <https://doi.org/10.18833/spur/1/3/13>.

⁵ Birnholtz et.al. "Cross-Campus Collaboration." 162-72.

⁶ Birnholtz, Jeremy, Laura Forlano, Y. Connie Yuan, Julia Rizzo, Kerwell Liao, Geri Gay, and Caren Heller. "One University, Two Campuses." *iConference 2012*, 2012, 33–40. <https://doi.org/10.1145/2132176.2132181>.

people's feelings around this type of collaboration. The current project will use a validated partnership measure to more concretely measure how research administrators view this type of partnership. In addition, the sample size used for the paper was fairly small and biased towards one institution. The current project will expand on the findings of this paper by increasing the sample size and including data from research administrators around the country.

An inter-campus research collaboration means that the parties in the partnership fall under the same institutional umbrella which would imply similar processes and resource availability for everyone involved. In theory, this should simplify the partnership between the two campuses. However, numerous challenges can exist in this type of collaborative relationship including disparate management policies, IT systems and/or accounting practices. At first glance an inter-campus research collaboration may sound simple enough but the aforementioned challenges, in addition to others, can throw a wrench into an otherwise seemingly simple partnership. This project will identify and examine issues and attitudes associated with inter-campus collaboration as well as offer solutions and strategies to optimize research collaboration between campuses of the same institution.

Chapter 3: Methodology

3.1 Methodology Overview

Data for this project was collected via a survey (Appendix 1) distributed to research administrators at institutions across the country. The survey was completely anonymous and no identifying information was collected. As of 6/2/2021 JHU IRB approval was obtained for this project and an amendment for the project was approved on 6/14/21 (Appendix 1). The survey was open for twelve days from 6/21/21 through 7/2/21.

The survey was distributed to research administrators at academic institutions by e-mail and the goal was 200 completed surveys. Respondents were encouraged to complete the entirety of the survey although partial responses were still accepted. Participants included research administrators from UNM as well as around the country. The target group was people employed at research universities who are part of the research process. This includes everyone from PIs and directors to accountants and research coordinators. They were recruited through e-mail either by cold e-mail or through a list serv. List servs that were utilized include the University of New Mexico CBH Staff and the Research Administration Discussion List. E-mails were also sent to individuals known by the author to be in the field of research administration including colleagues and people identified through web searches.

Study data were collected and managed using REDCap electronic data capture tools hosted at Johns Hopkins University.^{7,8} REDCap (Research Electronic Data Capture) is a secure, web-based software platform designed to support data capture for research studies, providing 1)

⁷ Harris, Paul A., Robert Taylor, Robert Thielke, Jonathon Payne, Nathaniel Gonzalez, and Jose G. Conde. "Research Electronic Data Capture (REDCap)—A Metadata-Driven Methodology and Workflow Process for Providing Translational Research Informatics Support." *Journal of Biomedical Informatics* 42, no. 2 (2009): 377–81. <https://doi.org/10.1016/j.jbi.2008.08.010>.

⁸ Harris, Paul A., Robert Taylor, Brenda L. Minor, Veida Elliott, Michelle Fernandez, Lindsay O'Neal, Laura McLeod, et al. "The REDCap Consortium: Building an International Community of Software Platform Partners." *Journal of Biomedical Informatics* 95 (2019). <https://doi.org/10.1016/j.jbi.2019.103208>.

an intuitive interface for validated data capture; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for data integration and interoperability with external sources.

3.2. Project Design and Discussion

The survey consisted of two elements. The first element, the Inter-campus Research Collaboration Survey, collected basic demographic information including professional identification as a research administrator, job title, institutional affiliation (faculty or staff), UNM employment status and highest level of education. Respondents were also asked to identify if they are currently, or had ever, worked on an inter-campus research collaboration. If yes, they were asked how many of these projects they had worked on. Respondents who had never participated in this type of collaboration were instructed to end the survey at this point.

Participants who had worked on an inter-campus collaboration were then asked to identify any challenges that occurred during the course of any inter-campus research collaboration they had participated in. The list of possible challenges included IT issues (different e-mail systems, different software systems, etc.), Different accounting practices, Different management/HR practices or styles, Different attitudes/values surrounding research, Different priorities in regards to the research project, Difficulty coordinating schedules, Lack of relationship with investigator/team members from other campus, Competing requests/priorities from leadership on each campus, Challenges surrounding COVID-19 pandemic, Other issues and/or No issues in the course of collaboration. There was no limit on the number of challenges respondents could choose. This part of the survey was developed by the author with input from colleagues who have also worked on these types of collaborations as well as a 2012 paper by

Birnholtz et.al. which identified common challenges when initiating inter-campus collaborations.⁹

The second element of the survey, the Revised Partnership Self-Assessment Tool (RPSAT) was utilized to look at attitudes around inter-campus research collaborations. This tool was developed by the authors in 2002 to better evaluate collaborative partnerships and is a result of reviewing existing instruments to evaluate partnerships and interviews with people who had participated in these types of collaborations before. The tool was validated with a national study of 63 partnerships with over 800 respondents.¹⁰ The RPSAT was chosen for this project because it gathers information about how people view and evaluate professional partnerships, which is what an inter-campus research collaboration is.

There are 11 domains in this tool which are Synergy, Leadership, Efficiency, Administration and Management, Non-financial Resources, Financial and Other Capital Resources, Decision Making, Benefits of Participation, Drawbacks of Participation, Comparing Benefits and Drawbacks and Satisfaction with Participation. The Synergy domain was excluded from this project because the nature of the questions was not pertinent to this topic. Each of the domains are measured by Yes/No questions or various 5-point Likert scales. Permission was obtained from the author of this tool, Elisa Weiss, PhD, on 4/18/2021 to use this scale for this project.

The data was stored in the secure JHU REDCap database and exported to an excel file for analysis. Challenges associated with inter-campus collaboration were examined by tallying up the most frequently identified challenges from the survey.

⁹ Birnholtz et.al. "One University, Two Campuses." 33-40.

¹⁰ Elisa S. Weiss, Rebecca Miller Anderson, and Roz D. Lasker, "Making the Most of Collaboration: Exploring the Relationship Between Partnership Synergy and Partnership Functioning," *Health Education & Behavior* 29, no. 6 (2002): pp. 683-698, <https://doi.org/10.1177/109019802237938>. (Weiss, Anderson and Lasker 2002)

Demographic data for all of the records was coded in order to facilitate analysis. Job titles were broken down into 4 categories: 1. Research administrators (Pre-award, post award, research coordinators, grant/contract specialists etc.) 2. Leadership (Director, Dean, Professor etc.) 3. Management (Data Manger, Program Manager, Grant manager, etc.) 4. Other (Statistician, community health worker, consultant etc.). Number of current and past inter-campus research collaborations were categorized as follows: 1. Zero/Did not answer/Not sure 2. 1-10 projects 3. 11+.

The RPSAT was analyzed by first getting the scale score for each of the ten domains used for this project. The scale score is the average score for each question within a given domain for each respondent. The domains of Leadership, Administration and Management, Non-financial Resources, and Financial and Other resources had an option of “Don’t Know”. Any responses that had this selected as the answer were excluded from the average score of the domain. In each of the groups being compared, an ANOVA was performed using Excel to determine if there was any statistical significance between groups for each domain. A significance threshold of $p \leq 0.01$ was set to account for the possibility of type II error when running multiple comparisons.

Results for the RPSAT are reported with lower scores indicating a more positive attitude and higher scores indicating a more negative attitude using the following scale: 1-2.9= positive attitude; 3.0= neutral attitude; 3.1-5.0= negative attitude. This designation was developed by examining the 5-point Likert scales for each domain. A score of one correlates with the descriptor “Excellent”, a score of 2 “very good”, a score of 3 “good”, a score of 4 “fair” and a score of 5 “poor”.

Chapter 4: Results

The survey was open for a total of 12 days from 6/21/21 through 7/2/21. During that time 172 people completed the survey. Of the 172, 42 respondents had never worked on an inter-campus research collaboration before and were therefore excluded from the final analysis. In addition, 1 respondent chose “Prefer not to answer” for UNM employment status and this record was excluded from analysis as well. 129 research administrators completed the Inter-campus Research Collaboration Survey and of those, 65 respondents completed the Revised Partnership Self-Assessment Tool. 8 of the 65 respondents who completed the RPSAT were UNM employees. Demographics for respondents to the Inter-Campus Research Collaboration Survey as well as their responses are outlined below.

4.1 Inter-campus Research Collaboration Survey Demographics

Figures 1-7 give a general overview of demographics of respondents to the Inter-Campus Research Collaboration survey. Charts are listed in order of the survey questions (see Appendix 1). Figure 1 shows only 4 of the 129 respondents (3%) did not identify as a research administrator professionally. Job titles were broken down into 4 categories and can be seen in Figure 2. 1. Research administrators (Pre-award, post award, research coordinators, grant/contract specialists etc.) 2. Leadership (Director, Dean, Professor etc.) 3. Management (Data Manger, Program Manager, Grant manager, etc.) 4. Other (Statistician, community health worker, consultant etc.). 48% of survey takers fell into the research administrator category, 33% Leadership, 16% Management and 3% Other.

Faculty only represented 3% of respondents as seen in Figure 3. Figure 4 shows 10 UNM employees (8%) answered this survey and Figure 5 breaks down the highest level of education. The mean and median level of education is 18 years which is equivalent to a master’s degree.

Figures 6 and 7 outline the number of current and past number of inter-campus research collaborations, respectively. In each category, respondents had most commonly worked on 1-10 inter-campus research collaborations.

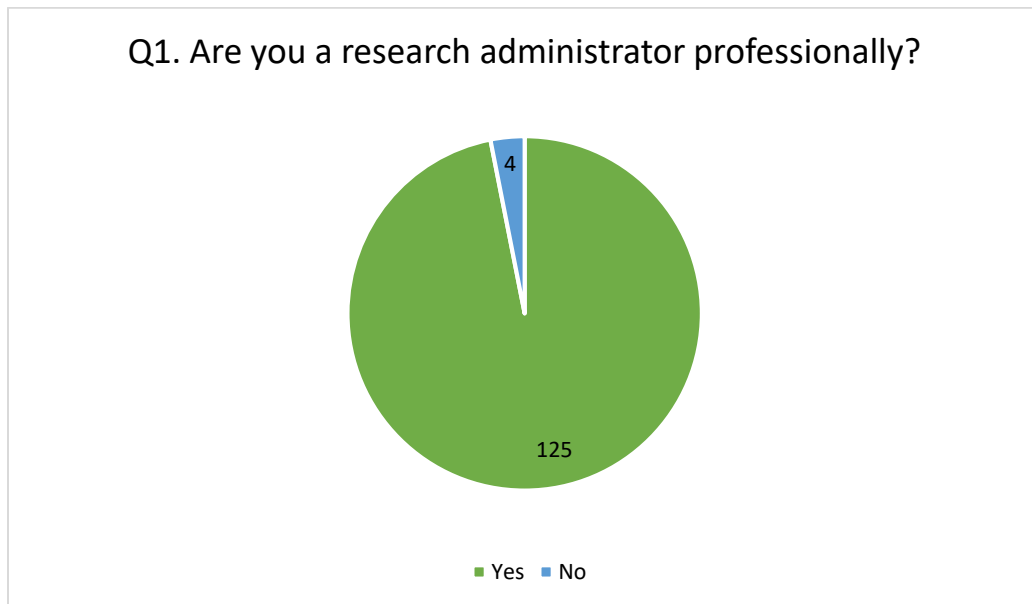


Figure 1

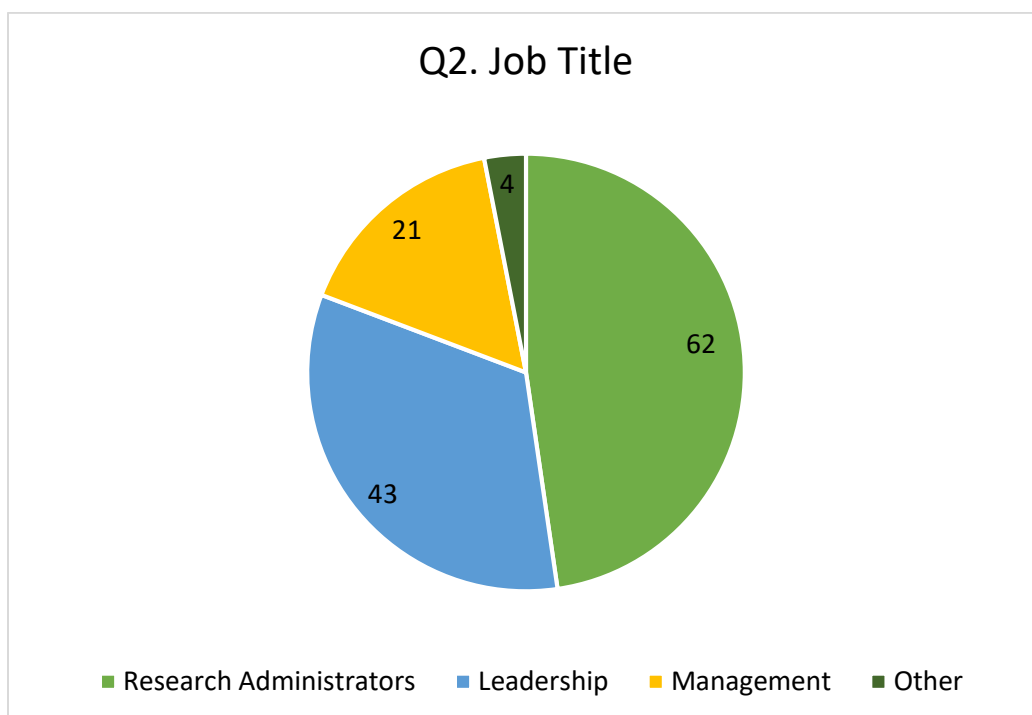


Figure 2

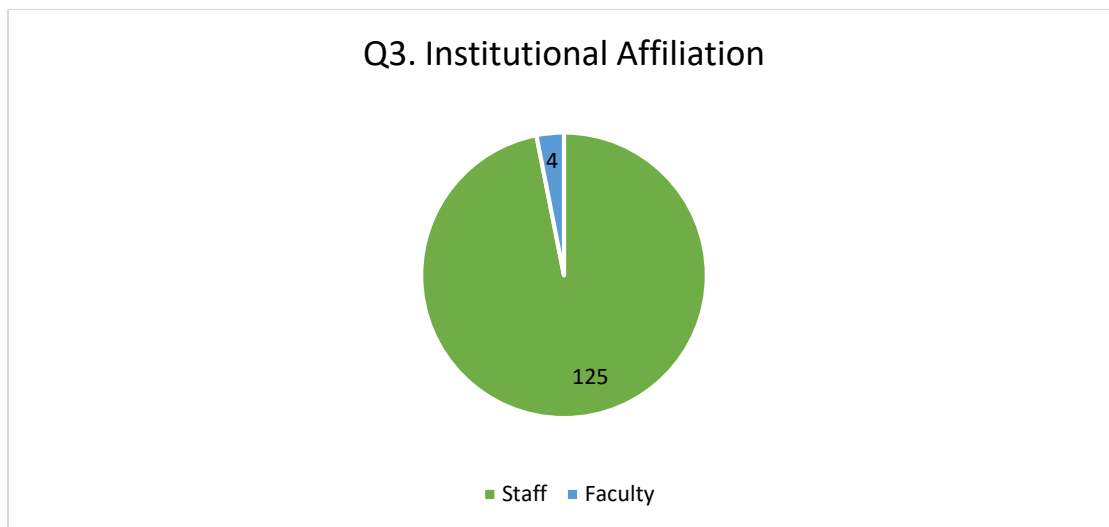


Figure 3

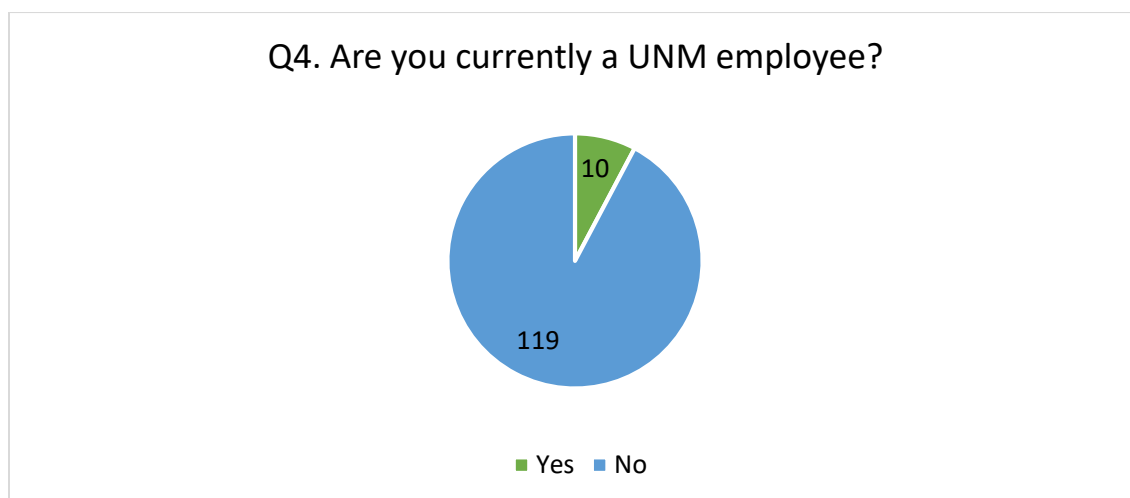


Figure 4

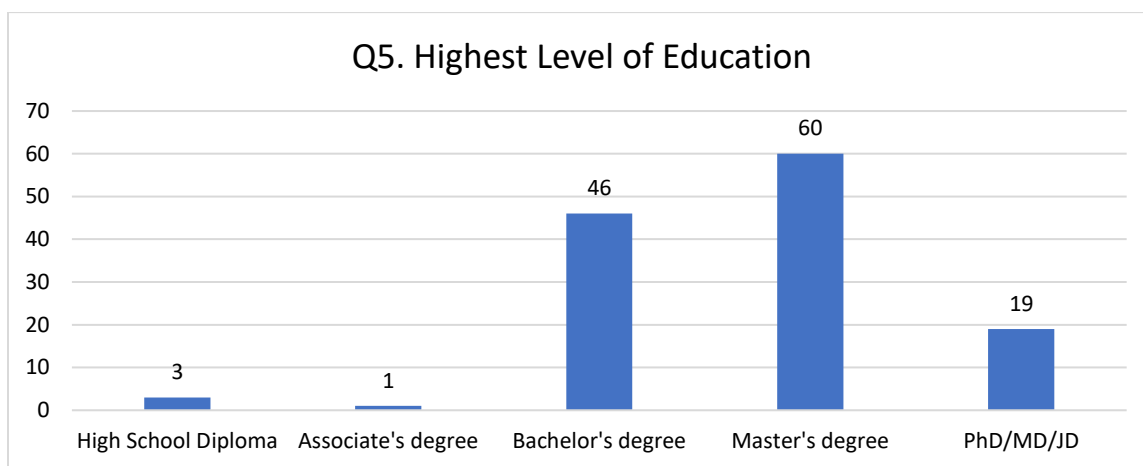


Figure 5

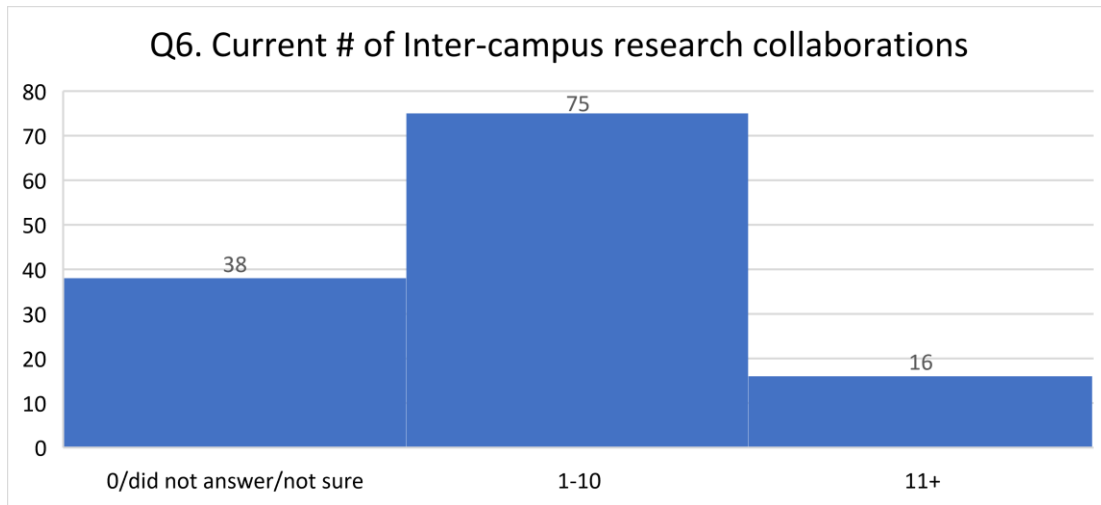


Figure 6

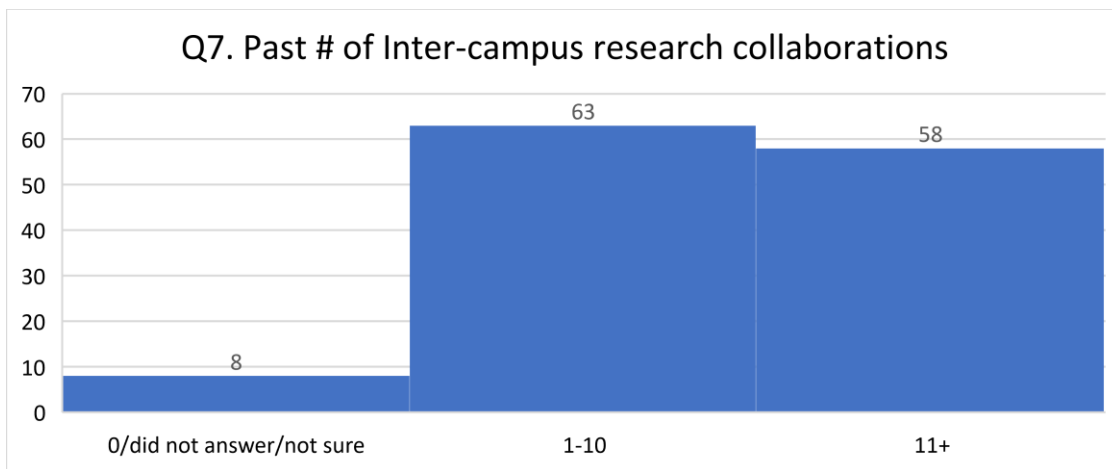


Figure 7

4.2 Challenges associated with Inter-campus Research Collaboration

Table 1 shows the different challenges that respondents were asked to identify if they had experienced in any inter-campus research collaboration. They were allowed to choose as many responses as applied. Challenges are listed in order from most to least selected. Interestingly, 10 of the respondents who chose “No issues in the course of collaboration” selected other challenges in the survey which implies there were, in fact, challenges. This means that only 2% of respondents identified no issues in the course of any inter-campus research collaboration. The

challenges identified most frequently involve some level of miscommunication or lack of communication at all among team members. This is bolstered by the fact that many of the “other” comments that were written in were centered around the same lack of discourse.

Table 1

Challenge	% of respondents	Raw #
4. Different attitudes/values surrounding research	45.0%	58
5. Different priorities in regards to the research project	45.0%	58
2. Different accounting practices	43.4%	56
7. Lack of relationship with investigator/team members from other campus	41.9%	54
6. Difficulty coordinating schedules	41.1%	53
8. Competing requests/priorities from leadership on each campus	40.3%	52
3. Different management/HR practices or styles	33.3%	43
1. IT issues (different e-mail systems, different software systems, etc.)	24.0%	31
9. Challenges surrounding COVID-19 pandemic	17.1%	22
10. Other issues	12.4%	16
11. No issues in the course of collaboration	9.3%	12

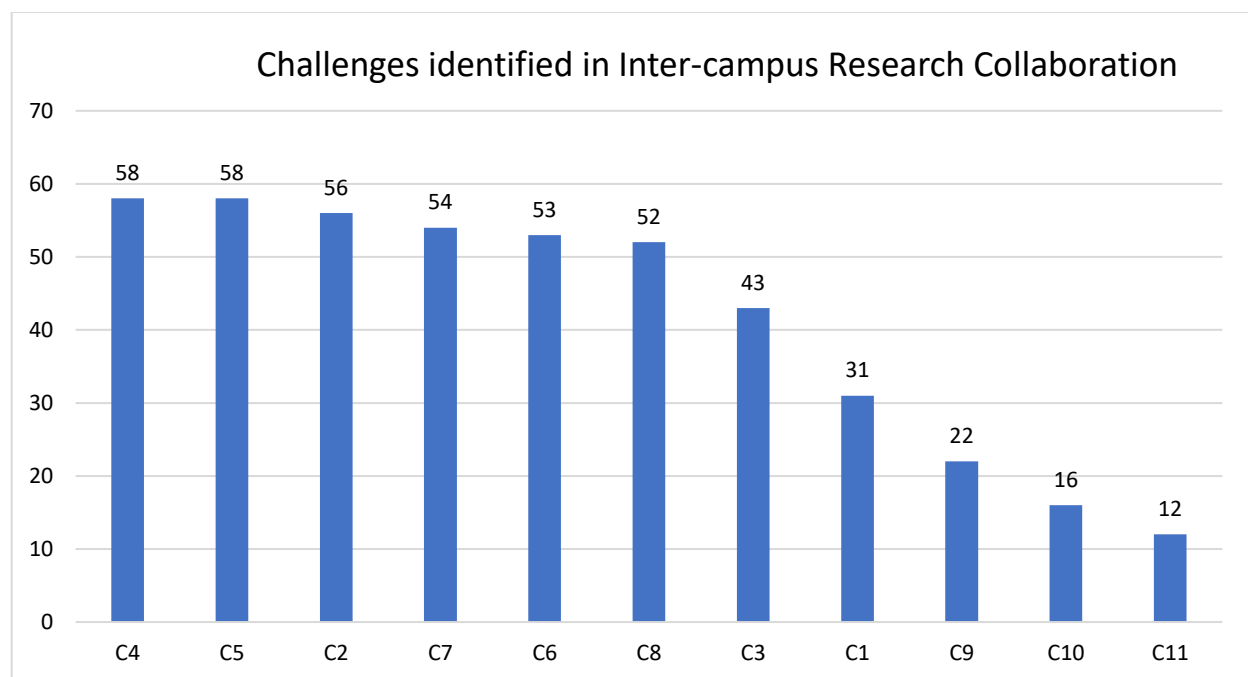


Figure 8

Many respondents wrote in answers for the “Other” category related to challenges surrounding inter-campus research collaboration. These write in answers can be grouped into two main categories, communication challenges and differences in institutional policy/support, and are as follows.

Communication challenges:

“Conflicts with IRBs: on a past study where it was a medical study being done on main UNM campus and there was issues about which IRB should oversee it (I believe these issues have been worked out now).”

“In a role of Grants Manager, the most difficult tasks are those related to submitting a Training grant proposal that involves several other University Departments and obtaining the information needed prior to the proposal deadline.”

“Team member assumptions/biases about other campuses (i.e., that a particular campus is only STEM-focused, that the "flagship" campus has better resources or expertise on certain topics, that one campus has better access to certain populations based on geography.)”

“Difficult to identify a research administrator that would feel ownership of the whole project as opposed to the part for each school/center”

“Conflict between the investigators at the different campuses -- who is the lead investigator?”

“Poor communication. We were notified about collaboration at the last minute.”

“People that do not respond to emails or phone calls.”

“PIs competing/struggling for control over the project”

Differences in institutional policy/support:

“Different level of grant administration support offered (a collaborator at another institution who has almost no support, so our campus/office provides guidance and technical support for both our faculty and the collaborator).”

“Lack of admin support and OSP from the institutions had different forms and there's inter-university legal agreements (MOA).”

“Delayed contract and invoicing processes, and general lack of understanding of timing and impact (whether subaward and prime site).”

“Different legal issues, tax issues, etc. related to working on campuses in different countries.”

“Different organizational policies, different timelines for completing documents and meeting internal deadlines for each org.”

“Different job responsibilities (i.e., some universities don't provide unit-level RAs to faculty, and so I'm primarily interfacing with the faculty member, who has to route their own proposal for institutional signature - varying levels of faculty experience with this process can make grant proposal submission challenging, as I sometimes feel like the RA for the collaborating site as well because I fix budgets, send checklists, review documents for compliance, etc.). Different budget templates can be a challenge, as not all universities' budget templates provide the details requested by a specific sponsor. Different timelines are especially challenging, since some universities need 7-10 business days to route their proposal for internal approval/submission, whereas my university requires 3 business days but will always accommodate a shorter turnaround window; it can be difficult to get the faculty and RAs at both universities to be on the same schedule.”

4.3 Revised Partnership Self-Assessment Tool Demographics

A smaller subset of respondents of the Inter-campus Research Collaboration Survey also completed the *entire* RPSAT. These responses were analyzed to observe the attitudes surrounding inter-campus research collaborations. The demographics of the 64 respondents who completed the whole survey are as follows. 94% of respondents identified as a research administrator as shown in Figure 9. Figure 10 shows the breakdown of job categories with 44% Leadership, 41% Research Administrators, 11% Management and 4% Other. 3% of survey takers were faculty with 97% being staff, shown in figure 11. Figure 12 shows that 8 of the 64 respondents (13%) were UNM employees. The mean and median level of education is 18 years which is equivalent to a master's degree. Similar to the aggregate data, the most common number of current or past inter-campus research collaborations was 1-10.

Q1. Are you a research administrator?

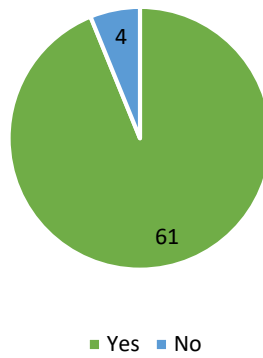


Figure 9

Q2. Job Title

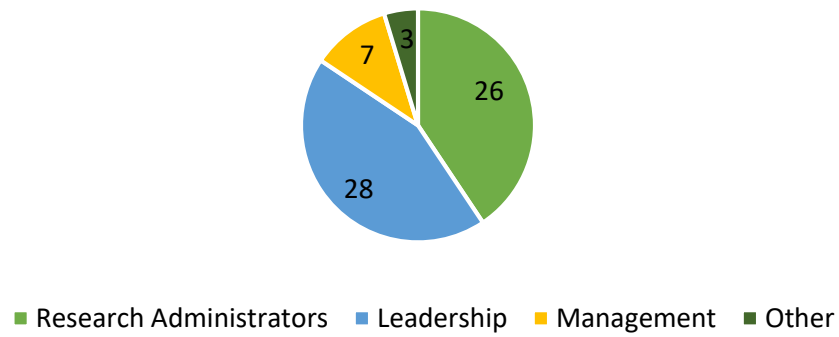


Figure 10

Q3. Institutional Affiliation

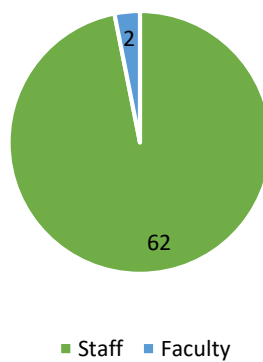


Figure 11

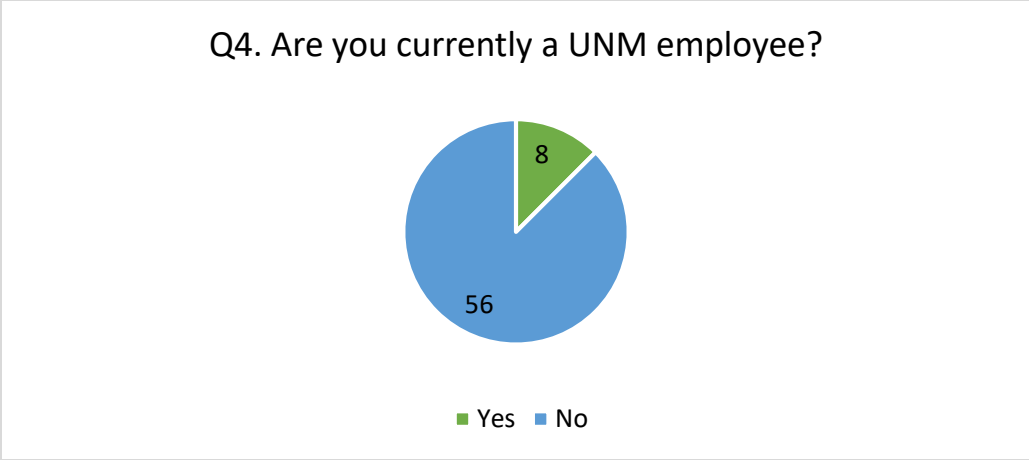


Figure 12

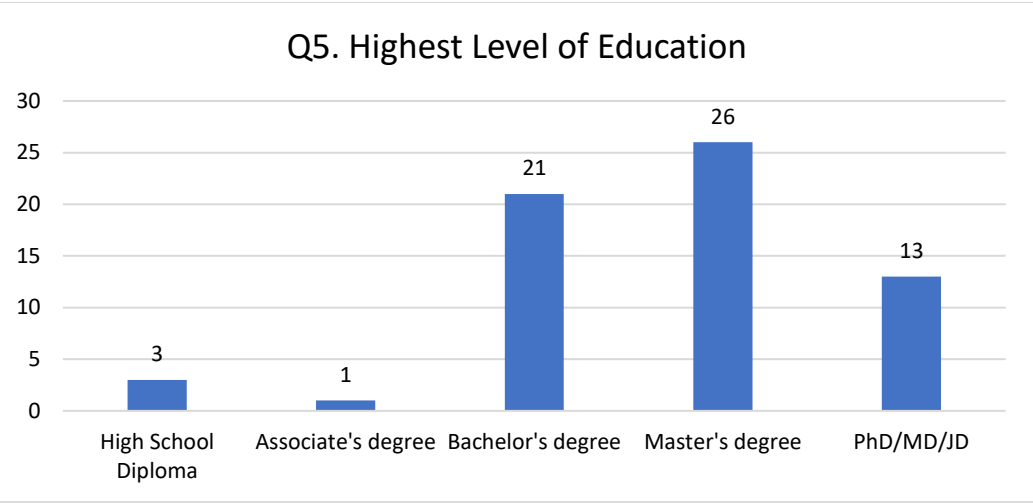


Figure 13

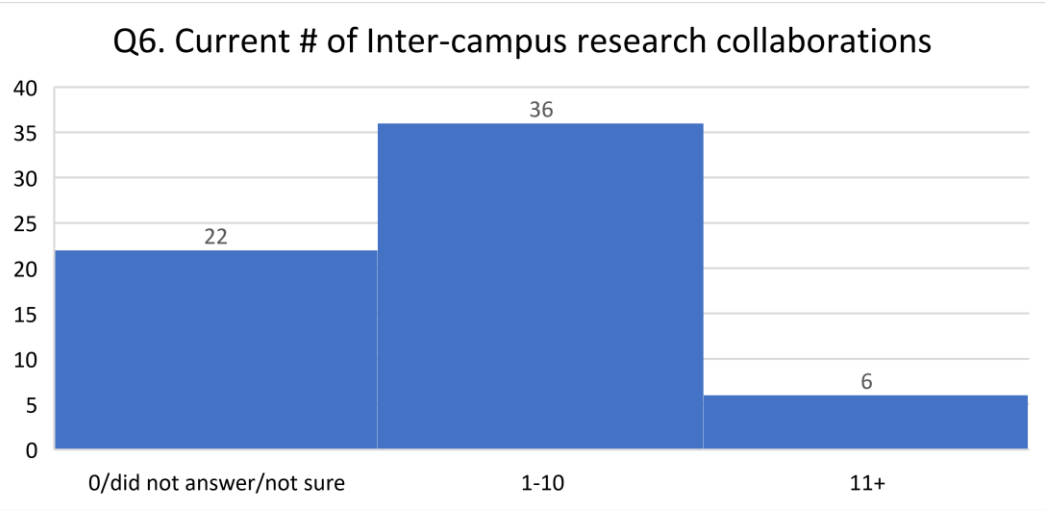


Figure 14

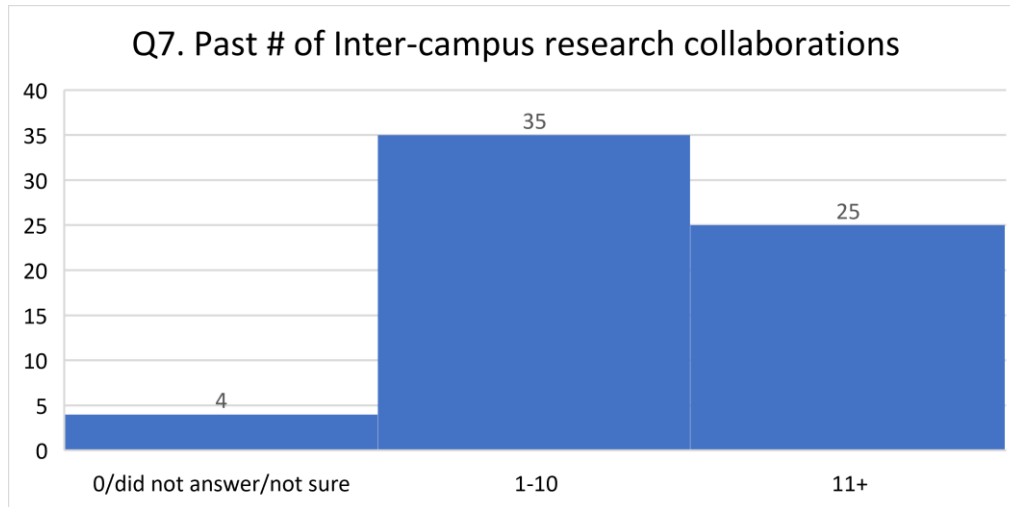


Figure 15

4.4 Revised Partnership Self-Assessment Tool Results

The RPSAT was analyzed by first getting the scale score for each of the ten domains used for this project. The scale score is the average score for each question within a given domain for each respondent. The domains of Leadership, Administration and Management, Non-financial Resources, and Financial and Other resources had an option of “Don’t Know”. Any responses that had this selected as the answer were excluded from the average score of the domain. Table 2 outlines the characteristics of each domain below.

Table 2

Domain	# of items	Variable Range
Leadership	11	1-5
Efficiency	3	1-5
Administration and Management	10	1-5
Non-financial Resources	6	1-5
Financial and Other Capital Resources	3	1-5
Decision Making	5	1-5
Benefits of Participation	11	1-2
Drawbacks of Participation	5	1-2
Comparing Benefits and Drawbacks	1	1-5
Satisfaction with Participation	5	1-5

Results are reported with lower scores indicating a more positive attitude and higher scores indicating a more negative attitude using the following scale: 1-2.9= positive attitude; 3.0= neutral attitude; 3.1-5.0= negative attitude. Table 3 summarizes the mean scores for Non-UNM Employees vs. UNM Employees respondents of the RPSAT. It also includes the p-value for comparisons in each domain. There are no domains for which the difference was statistically significant. In addition, Figure 16 shows average scores for all domains were at or below the neutral attitude point of 3.

Table 3

Domain	Mean Non-UNM	Mean UNM	p-value
1. Leadership	3.0	3.0	0.99
2. Efficiency	2.9	3.0	0.62
3. Administration and management	3.1	2.9	0.61
4. Non-financial Resources	2.2	2.3	0.81
5. Financial and Other Capital Resources	2.4	2.4	0.87
6. Decision Making	2.7	2.6	0.61
7. Benefits of Participation	1.3	1.3	0.86
8. Drawbacks of Participation	1.5	1.5	0.78
9. Comparing Benefits and Drawbacks	2.3	2.3	0.85
10. Satisfaction with Participation	2.4	2.3	0.62

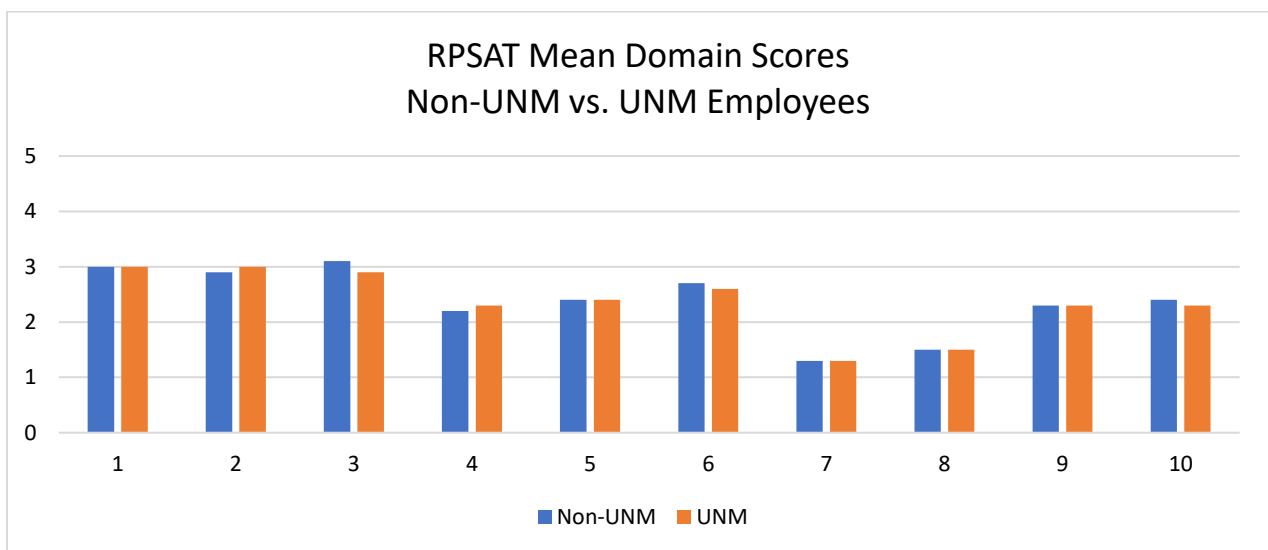


Figure 16

Next, mean scores for each domain of respondents categorized as research administrators vs. leadership were examined. Table 4 shows that while there was more variability in the answers between these groups than between UNM vs. non-UNM employees, there were still no statistically significant differences. While a couple of domains tipped over the neutral attitude point of 3, attitudes largely stayed in the positive range of the scales as seen in Figure 17.

Table 4

Domain	Mean RA	Mean Leadership	p-value
1. Leadership	3.3	2.9	0.09
2. Efficiency	3.1	2.7	0.07
3. Administration and management	3.3	2.9	0.04
4. Non-financial Resources	2.2	2.3	0.70
5. Financial and Other Capital Resources	2.2	2.6	0.03
6. Decision Making	2.7	2.7	0.59
7. Benefits of Participation	1.3	1.2	0.18
8. Drawbacks of Participation	1.5	1.4	0.22
9. Comparing Benefits and Drawbacks	2.2	2.5	0.38
10. Satisfaction with Participation	2.5	2.4	0.76

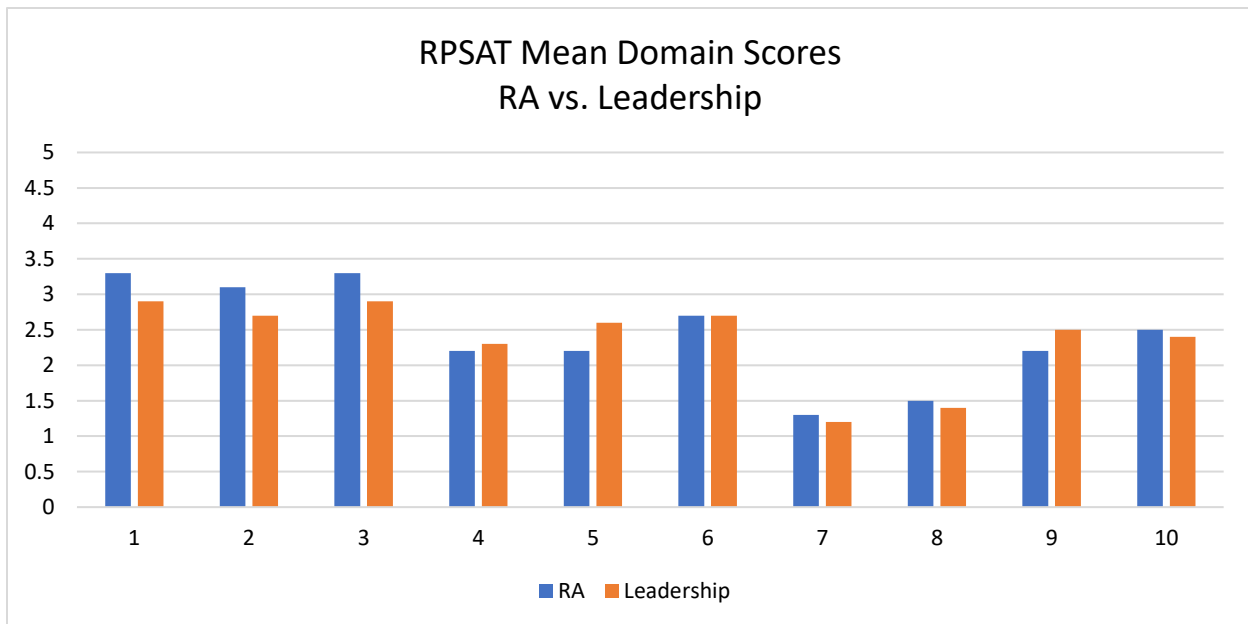


Figure 17

Chapter 5: Conclusions

Research administrators from around the country responded to the Inter-campus Research Collaboration survey and the Revised Partnership Self-Assessment Tool. It was found that the top five most commonly identified challenges surrounding inter-campus research collaboration were as follows:

1. Different attitudes/values surrounding research
2. Different priorities in regards to the research project
3. Different accounting practices
4. Lack of relationship with investigator/team members from other campus
5. Difficulty coordinating schedules

All of the challenges, with the exception of number 3, center around a lack of communication between teams on different campuses of the same institution. This lack of communication may stem from the assumption that since they are part of the same university, the project will somehow run more smoothly. However, it is important early in the proposal development process to discuss details such as what each team hopes to get out of the project and expectations of work schedules. Challenge #3 may even be helped by an early conversation between financial staff from both campuses.

The main takeaway is to treat an inter-campus research collaboration the same as an outside collaboration, especially if it's with a team you have never worked with before. Goals, work pace and priorities can vary greatly from a branch campus with 1,500 students total to a medical school campus with 1,500 medical students alone. Open and honest communication about all aspects of the project can decrease the challenges associated with inter-campus research collaboration.

Attitudes towards inter-campus research collaborations, seemed to be neutral if not positive, for most domains in the Revised Partnership Self-Assessment Tool. This means that in general, these types of collaborations are viewed in a more positive than negative way. There was no statistically significant difference in the attitudes of UNM vs. Non-UNM employees or those designated as research administrators vs. leadership. This may mean that the respondents of this survey were a fairly homogenous, albeit representative, group who have not experienced any major road blocks in the course of an inter-campus research collaboration. This statement can further be emphasized by the fact that they were asked to think of their *worst* experience with this type of collaboration when completing the RPSAT.

The results of this project show that while there can be numerous challenges surrounding inter-campus research collaboration, they are viewed in a mostly positive light. Anecdotal evidence that these types of collaborations are more difficult doesn't seem to ring true. However, it is also important to note that mean scores for the domains of Leadership, Efficiency and Administration and Management were firmly in the "neutral" zone. This means that there is definitely some room for improvement as far as those areas go.

The main recommendation for improving the quality of inter-campus research collaborations is communication. Don't just assume that because the departments are housed under the same institution that IT systems will be compatible or that the standard contract language will work. Both partners need to actively talk about project goals, administration, and leadership for this type of collaboration to really flourish.

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Appendix 1: Inter-campus Research Collaboration Survey

Survey Instructions: By completing the following survey and self assessment, you are consenting to be in this research study. Your participation is voluntary and you can stop at any time. All data collected will be anonymous. You will be required to answer all of the questions in the survey. The time to complete the survey will be approximately 20 minutes.

If you have any questions or concerns related to this project, please contact the project PI Jeffrey Kantor PhD at jkantor3@jhu.edu or Justine Saavedra at jsaaved3@jh.edu.

1. Would you consider yourself to be a research administrator professionally? (“A research administrator is anyone – from administrative assistant to Vice President for Research – that performs administrative maintenance, compliance, review, or oversight for a sponsored program. In every aspect of a research administrator’s interactions with researchers/research staff, there serves a greater role of fully realizing the project to completion. Are you negotiating the contract? Are you processing a purchase for materials? Are you editing a research proposal for submission? Each of these functions serves the greater umbrella term research administrator and each is vitally important to meet the University’s research mission.”¹)
 - a. Yes/No
2. If yes, what is your current job title?

3. Please identify your institutional affiliation (if you do not identify with either of these affiliations, please end the survey here):
 - a. Faculty
 - b. Staff
4. Are you currently an employee of the University of New Mexico?
 - a. Yes
 - b. No
 - c. Prefer not to answer
5. Indicate the highest level of education you have completed:
 - a. High school Diploma
 - b. AA/AS
 - c. BA/BS
 - d. MA/MS/MBA etc.
 - e. PhD/MD/DO etc.
6. Do you **currently** work on any research projects which involve inter-campus collaboration? (Inter-campus collaboration refers to projects that span across two or more campuses of the same institution. e.g. A project with the PI on UNM Main Campus and a collaborator on UNM Health Sciences Center Campus would be considered an inter-campus collaboration.)
 - a. If yes, how many?
7. Have you **ever** worked on any research projects which involve inter-campus collaboration?
 - a. If yes, how many?

8. Please identify any challenges you occurred during the course of any inter-campus research collaboration (choose as many as apply):
- a. IT issues (different e-mail systems, different software systems, etc.)
 - b. Different accounting practices
 - c. Different management/HR practices or styles
 - d. Different attitudes/values surrounding research
 - e. Different priorities in regards to the research project
 - f. Difficulty coordinating schedules
 - g. Lack of relationship with investigator/team members from other campus
 - h. Competing requests/priorities from leadership on each campus
 - i. Challenges surrounding COVID-19 pandemic
 - j. Other issues:
 - k. No issues in the course of collaboration

Revised Partnership Self-Assessment Tool* median and mean

Instructions

This questionnaire asks questions about different aspects of your inter-campus partnership. It will take about 15 minutes to complete. Please think about your worst inter-campus partnership when answering these questions.

By answering the questions, you will help us learn about the strengths and weaknesses around inter-campus collaboration. The answers that you give will be used in a study for a thesis and will be available to all respondents and their organizations. All responses will be reported in the aggregate and will be anonymous. Responses will NOT be reported individually. All data will be handled confidentially and will not be disclosed to anyone by the people conducting the survey, except as otherwise required by law.

The questionnaire asks you to express your opinions and provide information about your experiences. There are no right or wrong answers to the questions. Thoughtful and honest responses will provide the most valuable information. **Please answer every question, and please check only one answer per question.**

To complete the questionnaire:

- Be sure to read all the answer choices before marking your answer.
- Mark your answer by clicking the box that best fits your opinion.

Leadership

Please think about all of the people who provide either formal or informal leadership in this partnership. Please rate the total effectiveness of your partnership's leadership in each of the following areas:

Excellent Very good Good Fair Poor Don't know

- a Taking responsibility for the partnership
- b Inspiring or motivating people involved in the partnership
- c Empowering people involved in the partnership
- d Communicating the vision of the partnership
- e Working to develop a common language within the partnership
- f Fostering respect, trust, inclusiveness, and openness in the partnership
- g Creating an environment where differences of opinion can be voiced
- h Resolving conflict among partners
- i Combining the perspectives, resources, and skills of partners
- j Helping the partnership be creative and look at things differently
- k Recruiting diverse people and organizations into the partnership

Efficiency

Makes
excellent
use

Makes very
good use

Makes good
use

Makes fair
use

Makes poor
use

- a Please choose the statement that best describes how well your partnership uses the partners' financial resources.
- b Please choose the statement that best describes how well your partnership uses the partners' in-kind resources (e.g., skills, expertise, information, data, connections, influence, space, equipment, goods).
- c Please choose the statement that best describes how well your partnership uses the partners' time.

Administration and Management

We would like you to think about the administrative and management activities in your partnership. Please rate the effectiveness of your partnership in carrying out each of the following activities:

Excellent Very good Good Fair Poor Don't know

- a Coordinating communication among partners
- b Coordinating communication with people and organizations outside the partnership
- c Organizing partnership activities, including meetings and projects
- d Applying for and managing grants and funds
- e Preparing materials that inform partners and help them make timely decisions
- f Performing secretarial duties
- g Providing orientation to new partners as they join the partnership
- h Evaluating the progress and impact of the partnership

- i Minimizing the barriers to participation in the partnership's meetings and activities (e.g., by holding them at convenient places and times, and by providing transportation and childcare)
- j How would you rate the level of togetherness and teamwork in the partnership?
- k Please rate the group's ability to recognize problems or challenges and come up with different possible solutions.

Non-financial Resources

A partnership needs non-financial resources in order to work effectively and achieve its goals. For each of the following types of resources, to what extent does your partnership have what it needs to work effectively?

	All of what it needs	Most of what it needs	Some of what it needs	Almost none of what it needs	None of what it needs	Don't know
a Skills and expertise (e.g., leadership, administration, evaluation, law, public policy, cultural competency, training, community organizing)						
b Data and information (e.g., statistical data, information about community perceptions, values, resources, and politics)						
c Connections to target populations						
d Connections to political decision-makers, government agencies, other organizations/groups						
e Legitimacy and credibility						
f Influence and ability to bring people together for meetings and activities						

Financial and Other Capital Resources

A partnership also needs financial and other capital resources in order to work effectively and achieve its goals. For each of the following types of resources, to what extent does your partnership have what it needs to work effectively?

	All of what it needs	Most of what it needs	Some of what it needs	Almost none of what it needs	None of what it needs	Don't know
a Money						
b Space						
c Equipment and goods						

Decision Making

	All of the time	Most of the time	Some of the time	Almost never	Never
a How often are you comfortable with the way decisions are made in the partnership?					
b How often do you support the decisions made by the partnership?					
c How often do you feel that you have been left out of the decision making process?					
d How often is your opinion taken into consideration by other group members?					
e How often do you feel pressured to go along with decisions of the group even though you might not agree?					

Benefits of Participation

For each of the following benefits, please indicate whether you have or have not received the benefit as a result of participating in this partnership.

Yes

No

- a Enhanced ability to address an important issue
- b Development of new skills
- c Heightened public profile
- d Increased utilization of my expertise or services
- e Acquisition of useful knowledge about services, programs, or people in the community
- f Enhanced ability to affect public policy
- g Development of valuable relationships
- h Enhanced ability to meet the needs of my constituency or clients
- i Ability to have a greater impact than I could have on my own
- j Ability to make a contribution to the community
- k Acquisition of additional financial support

Drawbacks of Participation

For each of the following drawbacks, please indicate whether or not you have or have not experienced the drawback as a result of participating in this partnership.

Yes

No

- a Diversion of time and resources away from other priorities or obligations
- b Insufficient influence in partnership activities
- c Viewed negatively due to association with other partners or the partnership
- d Frustration or aggravation
- e Insufficient credit given to me for contributing to the accomplishments of the partnership

Comparing Benefits and Drawbacks

	Benefits greatly exceed the drawbacks	Benefits exceed the drawbacks	Benefits and drawbacks are about equal	Drawbacks exceed the benefits	Drawbacks greatly exceed the benefits
So far, how have the benefits of participating in this partnership compared to the drawbacks?					

Satisfaction with Participation

Completely

Mostly

Somewhat

A little

Not at all

- a How satisfied are you with the way the people and organizations in the partnership work together?
- b How satisfied are you with your influence in the partnership?
- c How satisfied are you with your role in the partnership?
- d How satisfied are you with the partnership's plans for achieving its goals?
- e How satisfied are you with the way the partnership is implementing its plans?

Appendix 2: IRB Approval

7/17/2021

<https://ehirb.jhu.edu/ehirb/sd/Doc/0/EVFL1IU3L88UNJK0GJDO0LIG00/fromString.html>

Date: June 2, 2021

PI Name: Jeffrey Kantor

Study #: HIRB00013036

Study Name: Inter-Campus Research Collaboration: Challenges and Best Practices

Date of Review: 5/29/2021

Date of Acknowledgement: 5/29/2021

Expiration Date: 5/28/2022

The above referenced study has been *acknowledged*.

Review Type:	Exempt
Funding Agency:	Not funded
Grant or Contract Number:	
International Sites:	No
Maximum number of participants:	200
Vulnerable populations:	None
Consent process:	
Assent Process:	

The Board determined that this research meets the criteria for submission of a Progress Report. The Progress Report must be submitted at least 6 weeks prior to the expiration date shown above on this notice. If the Progress Report is not submitted prior to the expiration date all ongoing research activities must stop immediately, including data analysis. Before any research activity can resume, you must submit the Progress Report.

No changes may be made to the protocol or the consent form without the approval of the Board.

Please keep in mind that it is your responsibility to inform the HIRB of any adverse consequences to participants that occur in the course of the study, as

well as any complaints from participants regarding the research. In conducting this research, you are required to follow the requirements listed in the *HIRB Policies and Procedures Manual*.

Approved Documents:

Recruiting Materials:

E-mail Script v 5.10.21

Recruitment Flyer v 5.10.21

Study Team Members:

Justine Saavedra

APPROVAL IS GRANTED UNDER THE TERMS OF **FWA00005834** FEDERAL-WIDE ASSURANCE OF COMPLIANCE WITH DHHS REGULATIONS FOR PROTECTION OF HUMAN RESEARCH SUBJECTS

Date: June 14, 2021

PI Name: Jeffrey Kantor

Study #: AM00013294 HIRB00013036

Study Name: Inter-Campus Research Collaboration: Challenges and Best Practices

Date amendment approved: June 12, 2021

Study Expiration Date: May 28, 2022

The Homewood IRB has reviewed an amendment to this research project and will be reviewed as Exempt going forward.

Addition of/change to recruitment or recruitment materials, Addition of/change to survey(s), questionnaire(s), or other research instruments, Other changes

Please keep a copy of this letter for future reference. Thank you for contacting the Homewood IRB about this research and for providing the requested information to make this determination. Your cooperation is greatly appreciated.

Approved Documents:

Recruiting Materials:

E-mail Script v 5.10.21

Recruitment Flyer v 5.10.21

Study Team Members:

Justine Saavedra

If you have any questions, please do not hesitate to contact the HIRB at (410) 516-6580 or HIRB@jhu.edu.

Appendix 3: E-mail Script

Master's thesis- survey request

Hello,

My name is Justine Saavedra and I currently work at the University of New Mexico in the Community Behavioral Health Division doing research around first episode psychosis. I am also working on my master's thesis in Research Administration at Johns Hopkins University. I am conducting a survey of research administrators about their attitudes and experiences with inter-campus research collaboration as part of a research project for my master's thesis. The title of my project is *Inter-campus Research Collaboration: Challenges and Best Practices*. Jeffrey Kantor, PhD is the PI of this research study and my thesis mentor. If you have any questions or concerns about this study his e-mail is jkantor3@jhu.edu.

The survey will take approximately 20 minutes and will be completely anonymous. Would you mind distributing the attached flyer to any research administrators (faculty and/or staff) you think may be interested in participating? I am happy to field any questions or concerns through e-mail: jsaaved3@jh.edu. The survey will close on July 9, 2021.

Link to survey: <https://mrprbcw.hosts.jhmi.edu/redcap/surveys/?s=ERAANLK83C>

Thank you for your consideration!

Warm regards,
Justine Saavedra

Appendix 4: Recruitment Flyer

Inter-Campus Research Collaboration: Challenges and Best Practices
<p>Research administrators needed for survey about attitudes and experiences with inter-campus research collaboration</p> <p>This is a survey being conducted as part of a master's thesis. The survey aims to collect information about attitudes and experiences around inter-campus research collaboration from research administrators. The survey is anonymous and will take approximately 20 minutes to complete. Your participation is greatly appreciated!</p> <p>You can complete this survey if:</p> <ol style="list-style-type: none">1. You identify professionally as a research administrator.2. You are currently working on, or have in the past, a research project which spans multiple campuses of the same institution. <p>LINK TO SURVEY: https://mrprbcw.hosts.jhmi.edu/redcap/surveys/?s=ERAANLK83C</p> <p>Johns Hopkins University Advanced Academic Programs</p>
<p>IRB#: HIRB00013036 Principal Investigator: Jeffrey Kantor, PhD jkantor3@jhu.edu Version Date: 5.10.21</p>
<p>For more information about participation in this research project, please contact Justine Saavedra at jsaaved3@jh.edu</p>

Biographical Statement

Justine Saavedra was born and raised by her two loving grandparents, Stan and Gay Stone, in beautiful Bosque Farms, NM. She attended the University of New Mexico as an undergraduate where she received a double bachelor's degree in Biology and Psychology, making her the first person in her family to graduate college. Justine started doing research as an intern in 2012 and has since worked on research projects in numerous areas including molecular biology, neurobiological development, Alzheimer's disease, first episode psychosis and has coordinated clinical trials for everything from overactive bladder to mild cognitive impairment. She lives in Albuquerque, NM with her wonderful husband Ben and beloved dogs, Lexi and Titan. When she isn't doing research, Justine enjoys camping, writing, cooking, Pilates and running along the Bosque River Trail.